



D.A. Davidson & Co.  
Davidson Trust Co.  
Davidson Investment Advisors  
Davidson Travel

SENATE EDUCATION

EXHIBIT NO. 1

DATE 5-10-07

BILL NO. SB 2

Ian B. Davidson  
Chairman

March 15, 2007

TO: House Education Committee  
RE: Full-time Kindergarten proposal

To the Chairman and Members of the Committee,

My name is Ian Davidson, and I live in Great Falls, Montana. I regret that I am unable to attend this important hearing, and I very much appreciate your accepting my testimony with regard to the issue of full-time kindergarten.

As a grandfather of children who have experienced full-time kindergarten in Great Falls, I am very grateful for the benefits my grandchildren have received from this wonderful program. Their growth in one short year, both behaviorally and academically, has been very apparent.

I also support full-time kindergarten as a member of the business community. As one who has spent his career and built a business assessing investments, I see this program as a valuable investment in the economy of Montana. We know an educated workforce is the key to attracting new businesses to our state and growing our existing businesses. Studies tell us that full-time kindergarten lays a better educational and social foundation for our future engineers, teachers, poets, chemists and entrepreneurs. Such a foundation could allow more of our Montana students a better chance of succeeding academically, of excelling in school, and of graduating with achievable dreams.

Full-time kindergarten is a program that provides both short term and long-term benefits. It has the potential to immediately improve the education and daily lives of our students and to ensure a well-educated workforce for the future of our state.

I ask the members of the House Education Committee to give SB 123 your full and positive consideration.

Respectfully,

Ian B. Davidson  
Chairman, Davidson Companies  
Chairman, D.A. Davidson & Co.  
Chairman, Plum Creek Timber Co.

IBD/jm

March 19, 2007

Rep. Rick Jore, Chair  
House Education Committee  
Montana House of Representatives  
Capitol Station  
Helena, MT 59620

Chairman Jore and Members of the Education Committee:

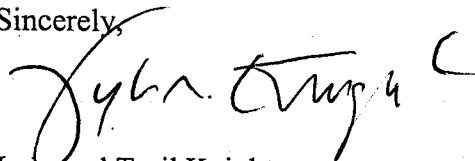
As a member of the business community, I know that education is not an expense to our state, but an investment in the future of Montana. Accordingly, the past decade of reductions in this investment has negatively impacted our economy.

The workforce of tomorrow depends on the education our children receive today. Full-Time Kindergarten is the most effective way to give our kids a critical early start in their education. That early start is vital to many children's academic, intellectual and social development, providing them the best opportunity to acquire the skills and confidence necessary to achieve their potential. Without it, too many of them will never be able to catch up to their classmates academically and will fall farther and farther behind. The costs associated with increased assignment to Special Education classes, remedial education and high school dropouts are much greater than what you are asked to invest now in Full-Time Kindergarten.

I took on a lead role in Billings to convince our community that investing in education now will lead to a better workforce tomorrow, and will consequently help attract new businesses into our state. I am convinced that Full-Time Kindergarten is a vitally important component to economic development in Montana.

I ask for your support of SB123.

Sincerely,



Lyle and Toril Knight

Distributed by: **OPI** Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
opi.mt.gov

on behalf of Lyle Knight, CEO, First Interstate BancSystem, Inc.



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## Full-Time Kindergarten Superintendent Linda McCulloch

Montana State Capitol  
Helena, MT  
June 10, 2007

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## Montana Proposal for Full-Time Kindergarten

- Increase academic success for all students
- Parental Control
- Local Control

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## Kindergarten Today

- Nationally, 63% of all kindergarten students attend Full-Time Kindergarten (six hours a day, five days a week)
- 98% of all children in the U.S. attend at least half-day kindergarten
- The State of Montana Currently provides half-time ANB funding for all kindergarten students
- Only about 28% of Montana kindergarten students have the option of attending a full-time program

U.S. Census Bureau, Preprimary School Enrollment of People 3 to 5 years Old, by Control of School, Mother's Labor Force Status and Education, Family Income, Race and Hispanic Origin. In Current Population Survey Reports (Washington, DC: U.S. Census Bureau, 1979, 1989, 2000, 2002).

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## Academic Success

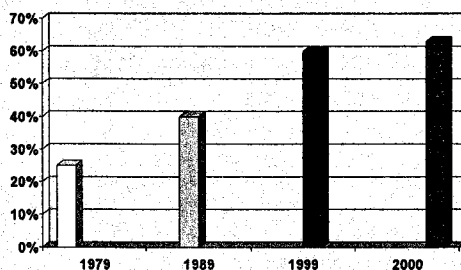
*If 1 child isn't reading at grade level by the end of third grade it is very difficult and very expensive to catch up in later grades.*

*Up through the third grade, kids are learning to read. After third grade, kids are reading to learn.*

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## Percentage of Children in Full-Time Kindergarten in the U.S.



Data taken from the Education Commission of the States (ECS), 2005.

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## Academic Benefits:

- Greater progress in literacy, math and general learning skills
- Significant gains in social and emotional development
- Higher scores on achievement tests
- Reduced behavioral problems
- Significantly stronger academic gains in kindergarten year than their half-day counterparts
- Positive effect on short and long-term student achievement
- Students exhibit more independent learning, classroom involvement and productivity

The effects of Full-day Versus Half-day Kindergarten: Review and Analysis of National and Indiana Data. (Center for Evaluation and Education Policy, January 2004. <http://www.doe.state.in.us/cermethep/fulldayreport.pdf>)  
Summary of Research: Full-Day Kindergarten, Feb 2001. Prepared by Dr. Sherill Martinez and Lue Ann Snider, Planning and Research, Kansas State Department of Education. [http://www03.ksde.org/prefull\\_day\\_kindergarten.html](http://www03.ksde.org/prefull_day_kindergarten.html)  
Clearinghouse on Elementary and Early Childhood Education, ERIC Digest, June 2001.  
<http://eric.ed.gov/fulltext/ed403435.pdf>  
Cryan, John, and others, June 1992. "Successful Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After." Early Childhood Research Quarterly 7 (2): 187-203. EJ 450 535.

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## Economic Benefits

- A significantly higher level of schooling completed
- Significantly higher monthly earnings at age 27
- Significantly higher percentages of home ownership
- A significantly lower percentage receiving social services
- Significantly fewer arrests by age 27
- Supports working families

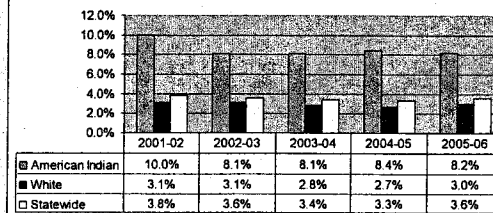
Research on Early Childhood Education, Northwest Regional Labs, School Improvement Research Series 1999.  
<http://www.nwrel.org/scpd/sir/3/0topsyn3.html>

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## Dropout Rates

Dropout Rates for Select Race/Ethnicity  
Categories for Grades 9-12  
2000-01 to 2005-06



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## At-Risk/Dropout Prevention

- Significantly helps to close academic achievement gaps for both low-income and minority children
- Poor and minority students especially benefit from participation in full-time program
- Significantly higher report of homework completed at age 15
- For low-income children, the longer school day provides increased opportunities for good nutrition

Research on Early Childhood Education, Northwest Regional Labs, School Improvement Research Series 1999.  
<http://www.nwrel.org/scpd/sir/3/0topsyn3.html>  
Warrick, Sandra. A three year study of the Effectiveness of Full-Day Kindergarten at Lowell Elementary School, October 1993; as cited in Think New Mexico: Increasing Student Achievement in New Mexico: The Need for Universal Access to Full-day Kindergarten, Santa Fe, NM: Author, Fall 1999.  
Early Success: Closing the Opportunity Gap for Our Youngest Learners (Montgomery County (Maryland) Public Schools, July 2004, [http://www.mcpsa12.md.us/departments/superintendent/docs/early\\_success.pdf](http://www.mcpsa12.md.us/departments/superintendent/docs/early_success.pdf))  
Education Commission of the States. The Progress of Education Reform 2004. Vol. 5, No. 4, Sept 2004. Full-day Kindergarten Programs Improve chances of Academic Success.  
The effects of Full-day Versus Half-day Kindergarten: Review and Analysis of National and Indiana Data. (Center for Evaluation and Education Policy, January 2004, <http://www.doe.state.in.us/sourcetime/pdf/fulldayreport.pdf>)

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## Cost Savings to Schools

- Reduction of high cost students by fewer grade retentions and special education placements
- Cost savings in elimination of mid-day buses

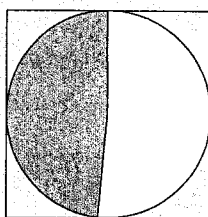
Clearinghouse on Elementary and Early Childhood Education. ERIC Digest, June 2001.  
<http://eeep.cic.uiuc.edu/eeeclearinghouse/digests/2001/cierc01.pdf>

Berrueta-Clement, et al. 1995; Consortium for Longitudinal Studies 1983; Gray, et al. 1982; Illinois State Board of Education 1985; Irvine 1982; Lazar and Darlington 1982; Schweinhart 1985; Stallings and Súpek 1986; Powell 1986

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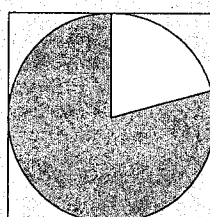
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## 2004-05 CRT Test Results: Reading scores of 4<sup>th</sup> Grade Students



□ Novice & Nearing Proficient  
▨ Proficient & Advanced

American Indian Students



□ Novice & Nearing Proficient  
▨ Proficient & Advanced

White students

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## Student Adjustment

- Students adjust to longer days in school without any major difficulties
- Prepares students for successful transition to first grade
- NO detrimental effects to attending full-time kindergarten
- Students have time to focus on activities, reflect on activities, and transition between activities.

Education Commission of the States. The Progress of Education Reform 2004. Vol. 5, No. 4, Sept 2004. Full-day Kindergarten Programs Improve chances of Academic Success.  
The effects of Full-day Versus Half-day Kindergarten: Review and Analysis of National and Indiana Data. (Center for Evaluation and Education Policy, January 2004, <http://www.doe.state.in.us/sourcetime/pdf/fulldayreport.pdf>)

Ellicker, J., and Malbur, S. (1987). What Do They Do All Day? Comprehensive Evaluation of a Full-Day Kindergarten. *Early Childhood Research Quarterly*, 12: 459-480.

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## Montana Bill Overview - SB123:

- Authorize the state full payment for each student enrolled in Full-Time Kindergarten instead of the half payment they currently receive.
- The cost is estimated at \$25 million for the 2009 biennium and \$10 million in one-time only startup costs for districts to overcome initial implementation barriers.
- Not a new program - an enhancement of an existing program.

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## *Now is the time for Full-Time Kindergarten in Montana.*

*It's about  
145,416 public school kids!*

### **SB 123**

Academic Success  
Parental Control  
Local Control

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## Montana Bill Overview - SB123 Parental Control

- Preserve parental rights. Parents are not required to enroll their children in public school until they reach the age of 7.
- Full-Time Kindergarten is pro-family
- Voluntary Enrollment
- Parents will decide if their child is ready for full-time, half-time or no kindergarten at all
- Supports working families

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## Montana Bill Overview - SB123 Local Control

- Maintain local control
- Schools will not be required to offer full-time kindergarten
- Local School Boards have the option to provide Full-Time Kindergarten based on the district's budget, facilities, staff and local needs

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